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ABSTRACT

This document summarizes the policies of the World Confederation of Organisations of the Teaching Profession (WCOTP) in relation to a wide range of topics affecting education and the status of teachers. Topical areas are covered in four sections: education, teachers, women, and contemporary world issues. Section 1, "Education," looks at basic (compulsory) education, education and the world of work, equality of educational opportunities, early childhood education, education of indigenous peoples, technical and vocational education, educational financing, education of the disabled, school libraries, and education and development. Section 2, "Teachers," discusses teacher education; status of teachers; teachers and educational policy; teacher involvement in the development of textbooks and social programs; teachers and new social, scientific, and technological challenges; teachers' rights; trade union rights; teachers' working conditions; and international unity of the teaching profession. Section 3, "Women," emphasizes women in education; women and girls in scientific, technical, and vocational education; women in the teaching profession; women in teachers' organizations; and women in the wider society. Section 4, "Contemporary World Issues," comments on apartheid, world peace, human rights, north-south economic relations, and education for a global community. (DB)

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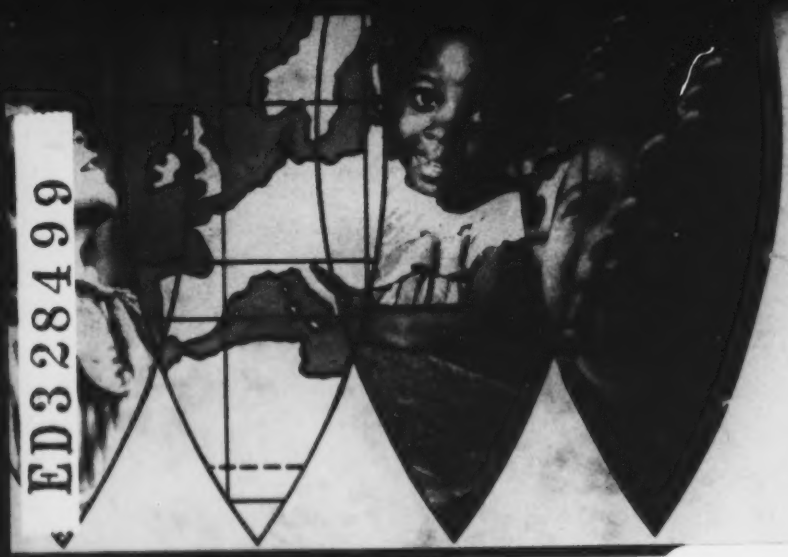

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Teachers' Views on World Issues

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Teachers' Views on World Issues

A Digest

of

The Policies of WCOTP

WORLD CONFEDERATION OF ORGANISATIONS OF THE
TEACHING PROFESSION

Published in 1988 by the World Confederation
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INTRODUCTION

This publication summarizes the policies of WCOTP in relation to a wide range of topics affecting education and the status of teachers.

WCOTP is a confederation of national teacher organisations. Founded in 1952, it now embraces the major teacher organisations of 106 countries, with a total membership of more than ten million teachers. It has no affiliation with any other body. or any political bloc. Its policies are therefore established exclusively by its own members through its own democratic processes. Some are formulated as resolutions of the Assembly of Delegates, which meets biennially and is the supreme governing body of WCOTP. Some take the form of recommendations put forward by regional conferences, and endorsed by the Executive Committee.

Over three decades a large body of policy has been built up. In it we find a reflection of the wide variety of the material, cultural and professional conditions in which teachers work. We find also the evidence of the broad range of topics on which teacher organisations have felt it necessary to take a position.

Teachers are increasingly aware that the process of education within schools and colleges is intimately related to the social, economic and political context in which pupils and students live and in which the institutions operate. Social and economic conditions, by their effect on home and family, deeply influence the chances of success of pupils and students in schools and colleges. They deeply influence political decisions about the goals of education and about the importance of the public education system, and accordingly have powerful effects upon the design of curriculum, upon methodology, upon the financing of education, and upon the status and working conditions of teachers.

Teachers and their organisations cannot be indifferent to matters which have such a powerful influence on their work and their daily lives. In the worldwide forum of WCOTP, our members repeatedly affirm their belief in six principles:

- Education offers the best hope, if not the only hope, for improving the quality of human life.

- The benefits of education must be accessible to all people, everywhere, without any form of discrimination.

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- Education cannot be successful unless teachers enjoy, and have the right to insist upon through collective bargaining and collective action, a material and moral status appropriate to the importance of their task.

- Social, cultural and economic barriers to equality of opportunity must be overcome, and special measures must be taken to help those who have suffered from discrimination in the past.

- Resources must be found for a level of investment in public education proportionate to its importance in the lives of people, communities and nations.

- Peace, social justice and respect for human rights provide the only conditions in which education can be developed in accordance with needs and achieve its goals, and their active promotion is therefore an educational imperative.

These clearly and strongly reinforce the constitutional aims of WCOTP, which are as follows:

> "The Confederation, founded in Copenhagen in 1952, is dedicated to the cause of teachers and their organisations, the promotion of their viewpoint, the defence of their rights and interests, and the advancement of their status, through the exercise of independent political influence.
>
> Through the development of education and of the collective strength of the teaching profession, the Confederation seeks to promote, for all the peoples of the world, equality of opportunity, peace, justice and the protection and extension of human, social, economic and cultural rights, and basic individual and collective freedoms."

They also reinforce the determination of WCOTP to affirm and defend the principles enshrined in the Universal Declaration of Human Rights and the relevant United Nations Covenants, the 1966 Unesco/ILO Recommendation concerning the Status of Teachers, the Constitutions of Unesco and the International Labour Organisation, and the various Conventions adopted by Unesco and the ILO.

Further information on the WCOTP position in regard to the topics mentioned in this Digest can be obtained by written request to the Secretary General, WCOTP, 5 avenue du Moulin, 1110 Morges, Switzerland.

I. E D U C A T I O N

1.1. BASIC (COMPULSORY) EDUCATION

(A) WCOTP's major policy statement on Basic (Compulsory) Education is embodied in the Resolution of its 26th Assembly (1977) entitled "Compulsory Education : Social Expectations". The 6-point Resolution outlines WCOTP's stand on the subject as follows:

i. It is the inherent right of the youth of the world to participate in a free education system.

ii. Education must be compulsory for all because it is easy to deny such education on the grounds of economic conditions, geographic isolation, mental, physical or emotional disability, sex, race, creed or any other grounds for inequality.

iii. In this sense the term "compulsory" is interpreted to mean not only that it is mandatory to attend school, but that universal educational provisions must be made available to all children.

iv. Educational systems must not only include the teaching of necessary basic skills but also include social skills. In addition to an introduction to work skills there must be provision for re-education and life-long learning.

v. Universal compulsory education will not be achieved until there is an informed parent community and properly trained teachers.

vi. The wealth of the world must be harnessed to enable all nations to provide free compulsory education.

There is here an emphasis on FREE, COMPULSORY EDUCATION FOR ALL CHILDREN, under the guidance of well trained teachers and well informed parents, with every attempt being made to harness available national resources for the provision of educational provisions FOR ALL CHILDREN.

(B) WCOTP also emphasised, on the same occasion, the need for HUMAN RIGHTS, SOCIAL JUSTICE, and RESPECT FOR INDIVIDUALS

AND GROUPS, as be seen in the following resolutions regarding the SOCIAL EXPECTATIONS of Compulsory Education:

i. The educational system of a country being directly influenced by the political, social, economic and cultural environment of its people, the universal compulsory education system must respect the rights of the children as set out in the United Nations' Declaration of the Rights of the Child.

ii. All educational systems must provide every child with compulsory educational programmes that include the basic elements of human rights, respect for others, social justice for all and at the same time are sufficiently flexible to help all students to adjust to the continuing changes taking place in the world of today and that unknown tomorrow.

iii. An understanding of the cultural differences and similarities of social and ethnic groups within a country must be a part of all educational programmes.

iv. It is important that teachers and their organisations, fully aware of their responsibilities, continue to influence the values and expectations of society, and it is essential that the teacher's right to question and debate these matters freely and openly be guaranteed.

v. It is equally important that teachers and their organisations be full participants in the setting of all educational goals and determining the means of their attainment.

Thus, there is a recognition of the fact that national systems of education should reflect national peculiarities and aspirations. At the same time, certain universal principles have to be respected (e.g. the inculcation of basic skills, the promotion of respect for human rights, social justice, and the right of teachers to contribute to debates on educational policies).

1.2. EDUCATION AND THE WORLD OF WORK

(A) WCOTP's stand on this subject is part of a 1984 policy statement on "Education, Training and Access to Employment for Young People". The major concerns of the Confederation in this regard are based on the fact that:

> "... young people ... encounter grave problems which derive not from their own inadequacies nor from their education but from ... changing economic situations ... rapid technological changes, and ... changes in social roles and values".

The following were accordingly highlighted as priorities in the area:

i. Public leaders must create a sound employment policy, leading to a better transition from school to work and recognising the importance of social and human considerations as well as economic goals.

ii. During training and during the time when earnings are low because of the necessity to continue studies or to work part-time, subsidies should be given to young people for room and board and, if necessary, for child care and other expenses.

iii. These measures should be coordinated to ensure quality in initial training, access to paid employment, and the possibility for proficiency courses during employment.

iv. Boys and girls should be given the necessary qualifications and skills to enter the working market and to support themselves in a changing environment. They should be offered the opportunity and motivation which would allow them not only to preserve knowledge obtained, but to use it.

v. Efforts should be made to ensure that schooling becomes sufficient in content and quality, with adequate classrooms, teachers sufficiently trained and not overworked, with sufficient equipment and with the help of essential support services.

vi. Young people should benefit from a balanced education, that is humane, professional, cultural and political and, at the same time, be able to do a job which has a certain social value.

(B) In a 1984 Theme Resolution, which dealt more specifically with Technical and Vocational Education, WCOTP re-affirmed the close link between education and the world of work in the following words:

> "Far from being adversaries, the educational systems and the world of work must establish partnership

relations, without the subordination of one to the other, the school being, because of its specific character, the pivot of educational activity. The need for interaction between technical and vocational Education and the world of work must not lead to abandonment by public educational systems of their particular responsibilities in the education of young people. Thus, WCOTP affirms its stand against the subordination of this education to economic interests which may be contradictory to the interests of the country. To this end, the conferring of technical and vocational credentials and diplomas is a specific responsibility of the educational system.

This interaction contributes to the creation of a coherent education, a truly effective factor in the development of all countries".

Education and the world of work is therefore an area of concern in which WCOTP envisages that national political action will help young people integrate easily into life out-of-school. A major way of effecting this is the evolution of systems of education that involve partnerships between the business world, the wider community, and the school.

1.3. EQUALITY OF EDUCATIONAL OPPORTUNITIES

(A) Equality of opportunities for education runs across most of the policy declarations of WCOTP. One example has already been seen (see 1.1.) in which WCOTP showed its commitment to the spirit and implementations of policies regarding EDUCATION FOR ALL.

WCOTP's stand was given very special emphasis in a non-theme resolution in 1984 in which the Confederation reiterated "its insistence that governments hold responsibility for high quality government educational institutions that provide education of the highest standards accessible to ALL children irrespective of social, cultural, religious, ethnic, political or economic background".

In more specific terms, WCOTP has insisted that:

i. all people should have effective access to a public school system of the highest quality;

ii. public school systems should give effect to principles of democracy as well as tolerance, understanding, friendship and cooperation among all people;

iii. public school systems should be open to all people and should neither exclude nor otherwise disadvantage individuals or groups on the basis of exclusion or selectivity or discrimination on racist, sexist or other exploitative grounds;

iv. there should be a reversal of the trend in many countries towards subsidising private education at the expense of public education;

v. there should also be reversal of the trend towards transferring responsibilities for education and training from the public to the private sector;

vi. the above principles should be incorporated in the policies of all international bodies dealing with education.

(B) The subject of Equality of Educational Opportunities will be seen later in this DIGEST dealing with specific groups (e.g. women, indigenous peoples, the handicapped, etc.). What WCOTP seeks to remind the governments of the world of is that education has to be a public affair (adequately financed and maintained) and that no individual or group of persons should, for any reason whatsoever, be excluded from enjoying the benefits of education.

1.4. EARLY CHILDHOOD EDUCATION

WCOTP first expressed its concerns for Early Childhood Education in 1972. At that time the focus of discussion was on pre-primary education which was recognised, in a Resolution of the same year, as affecting "in most significant ways" the development of the child in later stages, and as a "very important part of the total educational continuum".

In 1973, the Confederation expressed its stand more forcefully in a non-theme Resolution. This was based on the premise that:

> "the first years of a child's life are vital to his or her physical, mental and social development. Therefore emphasis should be placed on the development of multi-sensory perception and experiences that encourage impression, expression and communication".

The Resolution then went on to affirm that:

i. any institution set up to meet the needs of children in early childhood must be equipped, staffed and administered according to standards laid down by educational authorities, teachers and parents;

ii. early childhood education should be available to all children;

iii. early childhood education should begin with the involvement of the home;

iv. both men and women should be encouraged to train for teaching in the area of early childhood education;

v. the standard of qualifications required for teachers of early childhood should not be less exacting than those required for teachers of children of school age;

vi. early childhood education should be recognised by communities and governments as a vital stage in the total educational programme.

WCOTP's concerns here can be seen from the emphasis on early childhood education being (a) part of a continuum which should begin from the home and be community-based, (b) of high quality, and (c) democratic, in the sense that all children are able to benefit from it.

1.5. EDUCATION OF INDIGENOUS PEOPLES

(A) The 1982 Assembly of Delegates of WCOTP made the following statement:

> "Recognising the special difficulties of the indigenous peoples who constitute cultural minorities within their own countries, this Assembly calls on members of WCOTP to study the needs of such minorities and to develop programmes for meeting those needs, particularly through schools and their educational agencies".

This was followed in 1984 by a non-theme Resolution which called on governments to give priority to programmes of teacher education which involved:

i. special provisions for entry to teacher education programmes for members of indigenous minorities;

ii. provision of incentives, and of augmented services within teacher education programmes, in order to help members of indigenous minorities serving as teachers;

iii. inclusion in teacher education for all teachers of curricula for indigenous minorities and specific material concerning the languages, cultures and social and economic backgrounds of children who are members of such minorities.

(B) In 1986, WCOTP highlighted the needs of the aboriginal population of Australia in a Resolution which drew special attention to:

- the Confederation's earlier calls for special attention to be paid to the needs of indigenous peoples;
- existing legislation in Australia which guaranteed social justice to Aboriginal Australians;
- an undertaking by the Australian Minister for Aboriginal Affairs that government acknowledged the "disadvantaged position of Aboriginal people as a group in Australian society ... and recognised their rights to land";
- an "alarming retreat" from government proclaimed policies, as a result of pressures from vested interests;
- the misrepresentation by the Australian government of its treatment of Aboriginal people in international forums;

and then declared its

> "support for the just demands of the Aboriginal people of Australia" ... and called on the government to "fulfil its international obligations and undertakings with respect to Aboriginal people".

WCOTP's stand on indigenous populations has therefore been one which recognises their right to cultural recognition and to an adequate share of social services, including education.

1.6. TECHNICAL AND VOCATIONAL EDUCATION

(A) Technical and Vocational Education was given special prominence in the 1984 Assembly of Delegates of WCOTP which defined the concept, emphasised its importance, outlined the challenges facing it, and stated its general principles.

For WCOTP, Technical and Vocational Education refers to

> "those formal systems of education which directly or indirectly prepare the student for specific jobs or for entry to an occupational sector, as well as to preparatory or associated elements in basic education ..."

This form of education is important "in the overall preparation of every young person for playing an active and creative role in the various areas of social and cultural life". It is also essential for the individual's personal development.

The following are seen by WCOTP as the major challenges facing Technical and Vocational Education:

- the more or less rapid development in science;
- the emergence of new technologies;
- the risk to employment prospects which could result from humankind's inability to control the development of science and the emergence of new technologies.

WCOTP therefore advocates, as a general principle, that

> "emphasis should be placed on technical and vocational education as part of a continuous process, part of the general effort of education for individual development and an attempt to meet collective needs of development ... the present distinction between academic and vocational education should be minimised and a better integration of practical activities and the acquisition of knowledge should be sought".

(B) These considerations led to the Theme Resolution of 1984 which emphasised the following points:

i. Technical and Vocational Education should be backed by general basic education at as high a level as possible and should maintain close links between theoretical and practical instruction.

ii. Facilities should be provided to enable students to familiarise themselves with the world of work.

iii. The facilities (equipment, premises, etc.) for Technical and Vocational Education should meet the exigencies of technological development.

iv. The preparation for active life through vocational education must be an aspect of a complete preparation for life in all its aspects, thus avoiding the limitation of vocational education to its utilitarian dimensions alone.

v. The content of Technical and Vocational Education should contribute in helping the student to understand the implications of technology with regard to social and cultural issues, with technology seen in the light of overall historical, economic and social development.

vi. From the beginning of schooling, general education should also initiate children to technological approaches through practical activities, adapted to suit their age and the situation in the country.

vii. The content of vocational education must be such that is capable of meeting both the immediate needs and the perspectives opened up by technological changes and the changing nature of skills and occupations.

viii. The educational system should keep control over the organisation of vocational education in collaboration with those responsible for the reception of the student into the world of work.

ix. In all cases vocational education for students should entail continuous assessment of progress.

x. Technical and vocational teachers should be provided with good quality professional training programmes and adequate opportunities for in-service education, including attachments to a work environment.

xi. Persons from business enterprises called upon to deal with students during work experience programmes should have the opportunity of briefing on pedagogic matters, as this is essential to their involvement in educational activities.

Technical and Vocational Education is therefore seen by WCOTP as part and parcel of general education, open to all, closely linked with the demands of today's world of work and preparing the beneficiary for likely future technological, scientific, and socio-economic changes.

1.7. EDUCATIONAL FINANCING

(A) WCOTP has always worked for the development and maintenance of quality education in all regions of the world. Money spent on armaments and other not-socially-beneficial projects world-wide can be ploughed into education to strengthen it both qualitatively and quantitatively.

An important aspect of educational financing to which WCOTP has devoted a great deal of attention is that of CUTS IN EDUCATIONAL EXPENDITURE.

The 28th Assembly of Delegates in 1980 adopted the following Resolution on the subject:

- WCOTP, having accepted the role of education in development and the necessity for a substantial financial commitment by governments to education,
- notes with great concern that decisions to cut expenditure on education are being taken by a great number of governments,
- believes that these actions pose a major threat to the quality of education,
- deplores the serious consequences for the future of our children and young people,
- expresses deep concern about the negative effects on the life and work of teachers as well as on their employment prospects and careers, and
- endorses the important initiatives taken by member organisations to oppose these dangerous cutbacks.

(B) Member organisations of WCOTP have, in different regions of the world, cried out vigorously against cuts in educational expenditure and have called on governments to avoid "short-term expedients" which tend to "divert resources from the long-term goal of developing an educational system improved and extended so as to respond in a more permanent and all-embracing manner to the needs of young people".[1]

(C) In its Theme Resolution of 1986 WCOTP made its stand on educational financing very pointedly as follows:

i. Public systems of education are facing continuing financial crises in almost every country in the world and the slowing of economic growth has led to an almost universal emphasis on budgetary constraints.

ii. The economic policies adopted by many countries have alarming and disturbing implications for the children in school and the teachers whose task it is to teach them. The decrease in the percentages of budgets being allocated to public education retards the development of the service and the ability of schools to cater for the increasing diversities among children. Almost everywhere, overall financial support for education is insufficient to meet the demands upon the education service.

iii. The financial policies of most governments and international monetary organisations are now designed to fight inflation, principally through reducing public expenditure. The public sector and in particular education is therefore a prime target. These policies coupled with increased expenditure on defence and law and order have produced cuts in public education budgets in almost every country. When the overall quality of publicly provided education is diminished, educational opportunity becomes increasingly the privilege of an advantaged minority. Policies that increase funding for education provide an investment in human resources. The result of a well-educated populace is a decrease in the necessity for expenditures on matters of defence and law and order.

iv. At a time when education has an increasingly important role to play in adapting to, and making full use

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[1] WCOTP: Cuts don't heal : the WCOTP evidence (1983) p.5.

of technological developments, cuts in education budgets undermine the quality and vitality of education at every level.

v. Inadequate resources are provided for teacher education and in particular for in-service education, to enable teachers to cope with innovation, changes posed by new technologies and the increased demands placed on teachers by society and parents.

vi. All governments should therefore allocate a higher percentage of budgets to public systems of education in recognition of the fact that investment in education should be a top priority. Governments must recognise that the education system of a country cannot be subject to short and medium term economic fluctuations and still provide an effective system of quality public education.

1.8. EDUCATION OF THE DISABLED

(A) Preamble

The term "disabled persons" means persons who, because of some deficiency, whether congenital or acquired, in their physical or mental capabilities have difficulty learning without special help to secure for themselves the necessities of a normal individual and/or social life.

Scientific progress has shown that measures can be taken to prevent many forms of handicap.

Instruments and methods exist, and must be made as widely available as possible, for detecting problems caused by physical, mental or psychological handicaps as early as possible, so as to minimise their effects.

When handicaps have been detected, teachers are faced with the important task of preparing disabled persons, through education, for the fullest possible integration in all the activities of the physical community in which they must live.

(B) Prevention of handicap

Since many forms of disability and handicap are preventable, attention must be given to health education, vigorous campaigns of public information, personal and environmental

hygiene, the maintenance of good public health services, and especially the problems caused by lack of food for a balanced diet. Many handicaps could be prevented by improvements in health care for pregnant women and in obstetric practices, and by stringent controls on the introduction of new pharmaceutical products, with special attention to the possible effects of their use by women before and during pregnancy. The incidence of psychological and emotional disorders could be reduced by educational measures for future parents and parents of young children, and by measures to improve working conditions and the quality of life.

(C) Early detection, observations and assistance

The earlier a problem is detected, the better are the chances of minimising its effects.

On-going observations of children should start at the earliest age if difficulties or handicaps of all kinds are to be prevented or remedied early and hence efficaciously. Observation should be followed by analysis of problems encountered, appropriate assistance, and periodic assessment of the results achieved.

Public authorities must therefore set up pluri-disciplinary educational, psychological, welfare and medical teams, on the one hand in welfare services for infants and young children, on the other hand in schools within the framework of the teaching staff with parent participation, while safeguarding the disabled child's right to privacy. Qualified personnel will be required for that important task.

(D) Education

i. The goal of the education of the disabled must be to bring about their fullest possible integration into the life of the community, as responsible persons, workers and citizens, with the greatest possible degree of control over their own lives.

ii. All children, regardless of their degree of handicap, have the right to be educated in a manner and to a level that approximate as nearly as possible the norms of their community.

To the fullest extent possible, education of the disabled should be in the regular educational system in diversified forms and on the basis of individual and evolving curricula, with the necessary specialised educational and medical supplementary facilities.

iii. Throughout the educational system there must be observation, prevention and assistance services specialised in the pedagogical, psychological, educational, social and medical aspects of disability and integrated in schools and school establishments, with a view to ensuring optimum school placement of disabled children and limiting as much as possible any placement in external specialised educational structures.

iv. The parents of disabled children must be associated in the task of observation and of analysing difficulties and in all decisions regarding any necessary specialised aids or placement. This association must also include the possibility for parents to have access to the child's file and record.

v. All teachers must, in their initial and continuing education, be prepared for acceptance and identification of the differences among pupils (particularly those who are disabled), for teaching these children in an integrated setting, and for all teamwork that their responsibilities imply.

vi. Supplementary pre-service and in-service education must be available to those teachers who choose to specialise in teaching the handicapped and disabled.

vii. Special provisions for the disabled must include the modification of curriculum to provide instruction in the specific skills and knowledge required for independent living.

viii. It is essential, prior to any decision regarding a disabled child, to take into consideration such factors as class size, medical and paramedical support services and the availability of appropriate learning aids, and to make every effort to plan and coordinate elements of the educational situation to the fullest possible advantage of the child.

(E) Goals of WCOTP action

To facilitate the realisation of the above principles, WCOTP reaffirms its total commitment to the promotion of education for all people, including the disabled, in regular educational establishments, as a matter of right. WCOTP will pursue and develop its efforts to aid the pursuit of education for the disabled at all levels.

1.9. SCHOOL LIBRARIES

WCOTP affirms the need for governments to provide national educational systems with adequate facilities. School Libraries (seen as indispensable learning resource centres) have been the object of serious reflexion by the Confederation and the following policy statement (1984) is a result of such reflexion.

Policy Statement on School Libraries

(A) Introduction

At WCOTP Assemblies in the late sixties, delegates interested in school libraries met to discuss their common concerns. These meetings led, first to the creation of an ad hoc Committee of WCOTP, and then, in Jamaica in 1971, to the founding of the International Association of School Librarianship as an International Associate Member of WCOTP.

During 1980 and 1981, the Association worked on the creation of a position paper on school libraries and resource centres. The draft paper was circulated to WCOTP member organisations for comment in August 1981. A revised draft was examined by the WCOTP Executive Committee in March 1982, and further comments were then offered to the IASL.

Principle 7 of the UN Declaration of the Rights of the Child states: "the child is entitled to receive education which shall be free and compulsory at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society".[1]

The existence and utilisation of the school library media centre is a vital part of this free and compulsory education to which the child is entitled. The school library media centre is essential to "the development of the human personality as well as the spiritual, moral, social, cultural and economic progress of the community".[2]

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1 Adopted unanimously by the General Assembly of the United Nations, November 20, 1959.

2 Guiding Principle of the Unesco/ILO Recommendation re the Status of Teachers.

The purpose of the school library centre is to aid in the fulfilment of the instructional goals and objectives of the school and to promote this through a planned programme of acquisition and organisation of appropriate media and technology and through instruction in the exploitation of information technology; and dissemination of materials to expand the learning environment of all students.

The school library media centre provides a wide range of resources, both print and audiovisual, and access to data which promotes an awareness of the child's own cultural heritage, enhances his knowledge of people different from his own and provides the basis for an understanding of the diversity of other cultures.

(B) Functions

The school library media centre functions as a vital instrument in the educational process, not as a separate entity isolated from the total school programme but totally involved in the teaching and learning process. Its goals could be expressed through the following functions:

1.	Informational	a centre for reliable information, rapid access, retrieval and transfer of information.
2.	Educational	promotion of continuous lifelong education through provision of the facilities and atmosphere for learning; guidance in selection and use of materials, training in information skills and promotion of intellectual freedom.
3.	Cultural	to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity and development, of positive human relations.
4.	Recreational	to support and enhance a balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programmes of recreational value, and guidance in the use of leisure time.

(C) Materials

"Appropriateness" implies:

(a) an awareness of the total range of information and communication technology;

(b) variety concerning many fields of knowledge and recreational activities;

(c) materials devised to serve children within the range of their cognitive, affective and psychomotor skills;

(d) appeal to children's interests;

(e) utilisation of the student's primary language;

(f) reflection of the cultural interests valued by the children's families;

(g) application to the economic environment.

(D) Facilities

All school media centres from basic pre-school through secondary level, need adequate space in which to exploit the technology available for preparation, processing and storage of all library materials, as well as space to enable students and teachers to utilise fully these materials through reading, viewing and listening skills. The plans should fit functionally into the general architectural design of the school, located near natural centres of traffic with easy accessibility to all users including the disabled and handicapped. Consideration might also be given to the use of the media centre outside normal school hours. There is a need for flexibility and scope for future expansion and rearrangement of space and use with adequate provision of electrical outlets to allow this. Attention must be given to lighting, acoustical treatment of floors and ceilings, control of temperature and humidity and furniture and shelving suitable to the age of the users.

(E) Personnel

Establishment of the school library media centre requires that all persons who are affected by the use of it learn how it should be used effectively and efficiently. Administrators provide the leadership for such use. Preparation for these administrators, as for all teachers, should include information about the role of the school library media centre in the learning process and in the planning and implementation of the teaching activities. The administrator should be aware of the specialist librarianship skills which the school librarian needs in addition to his/her professional training as a teacher, so that he/she

can more effectively coordinate the role of the librarian in the school, including the preparation of the budget and arranging the school schedule so that students can make greater use of library materials and facilities.

This greater understanding of the librarian's role will enable the administrator to encourage teachers to work more closely with him in planning learning activities for the students; assisting the school librarian with the evaluation of the effectiveness of library media services and with plans for continually improving materials, equipment and services offered by the school library media centre so that it keeps pace with developments in information and communication technology.

The International Association of School Librarianship advocates that professional school library media specialists be qualified teachers who have, in addition, completed professional studies in librarianship. This type of preparation ensures that teachers receive assistance from professional personnel who have an understanding of the educational programme and practices of the child's school. This assistance to teachers may concern: development of the curriculum, the educational activities offered by the school to the child, as well as daily and intermittent planning concerning the uses of materials, information technology and equipment for the child's education.

(F) Lifelong Education Skills, Literacy Development

The skills learned by the student through the school library media centre provide the child with the means of adapting himself/herself to a wide variety of situations, enabling education to be continued throughout his/her life even in adverse conditions. The school library media center promotes literacy through development and encouragement of the reading habit. The reading habit is encouraged by the school library media center through the selection of appropriate and appealing reading materials, promotion of activities to attract students to use reading materials, encouragement of activities to help the child express recreational interests as well as to fulfil instructional assignments. Reading, viewing and listening activities all stimulate and reinforce the child's interest in the development of reading skills.

In addition, the student is provided with an insight into the full range of information and communication technology, as it is available to him or her; he/she is provided with instruction into the utilisation of this technology so that he/she can locate and evaluate information to answer

educational and recreational needs and interests, thus being able to construct visual, recorded and audiovisual messages as appropriate for purposes of communication. These skills promote lifelong learning. Acquiring these skills enables the child to continue independent learning even where his or her education is interrupted by natural disasters and social unrest.

In lesser developed countries, education systems should be encouraged to extend the learning environment beyond textbook and teacher into the school media center, rudimentary as it may be. This could well reduce the incidence of lapsed literates who swell the number of genuine illiterates, making government programmes to eradicate illiteracy expensive and prolonged.

(G) Government and Public Support

The establishment of good school library media center services can demonstrate that public authorities are fulfilling their responsibilities to implement education which will enable children to become useful members of society.

The school library media center provides materials as sources of information for parents and social agencies to use in serving the needs of children in the home, preschool, school, and after-school environments. The informational and recreational needs of girls as well as boys in both rural and urban areas are served.

For societies and public authorities endeavouring to promote the education of the child, one of the measurable achievements which can be observed is the provision of the tools for education where there were none or the improvement in the quality of the tools provided where formerly these were inadequate. Where education shall be free and compulsory, the need of the child for educational tools is greatest. The society that invests in tools for the child invests in its own future.

1.10. EDUCATION AND DEVELOPMENT

(A) The relationship between education and development has been an ongoing concern of WCOTP since the founding of the organisation in 1952, and the WCOTP constitution even states that: "Education is a vital element in all aspects of social development".

The 1956 Assembly declared that: "Teachers are amongst the strongest and most potent forces in the world in promoting the wellbeing of society in all areas, whether urban, rural, industrialised or economically underdeveloped".

Subsequent Assemblies called for:

- action by international organisations to promote quality education
- bilateral and multilateral agreements of cooperation for development
- greatly increased efforts on the part of all nations to overcome the problems of hunger, poverty, illiteracy and economic disparity.

The theme of the 1976 Assembly "Education for a global community" reflected "The concerns of all teachers and their professional organisations to achieve through the educational process a world that is more humane, more equitable, more balanced socially and economically ...".

This concept of education for a global community, a concept of mutual responsibility in an interdependent world, provides the foundation for education for and about development.

The 1980 Assembly noted, however, that the likelihood of attaining these goals was receding rather than growing. It deplored the increasing frequency of instances in which teachers are being prevented from exercising their historic mission, sometimes under threat of measures which go as far as imprisonment, torture and even execution. It notes with dismay that in many countries the material resources attributed to education are diminishing, despite the evident need for substantial increase. It calls upon all governments to recognise that these tendencies are clearly inimical to development and must in the end lead to decay and to self-destruction.

(B) The concept of development must not be limited to purely economic dimensions but must include social considerations -- food, health, living conditions and employment -- and the whole dimension of cultural and spiritual self-realisation embracing creativity, quality of life, respect for self and others, and the rights of all people.

From this point of view it is necessary to provide education systems which enable every person to develop his or her full potential as an individual human being and as a member of society. This requires the achievement of literacy for all people, primary and secondary education for all

students, regardless of social, racial, economic, physical or psychological difference, as well as equal opportunities for access to post-secondary and tertiary education.

Education has a major role in developing not only the economy but also the social life and cohesion of a nation, and in safeguarding and developing its cultural heritage.

Education provides one of the bases for a just and equitable social order, for democratic participation by citizens in development decisions, and for the creation of original models of development based on the needs of a country as perceived by its own citizens.

Education is a vital prerequisite for evaluating the benefits of technology, for ensuring that those benefits are available to all sectors of society and for the development of skills appropriate to national and local community needs, including the needs of rural as well as urban communities.

Yet, although education is a vital element in all these aspects of social development, the current reality facing a large proportion of humanity is one of unacceptable poverty, of illiteracy, of restricted access to primary education, and of further diminishing accesss to secondary, post-secondary and tertiary education.

All people have the responsibility to work to overcome the national and international economic disparities which underlie this contemporary reality. To this end, education should aim to prepare students to understand the interdependence of nations, based upon the concept of a global community, and must be aimed at the understanding of political processes and the preservation of human rights and fundamental freedoms.

Such education requires a balanced and comprehensive approach, must prepare students for change and must be non-elitist in character.

In order to accomplish the many tasks expected of teachers, adequate facilities, equipment and resources must be made available to them. This includes such items as desks, proper sanitary conditions, libraries, textbooks, paper, writing implements, etc. It also includes the need for a lower pupil-teacher ratio in order to provide for quality education and for a manageable task for the teacher.

(C) The successful implementation of any educational programme is dependent on the abilities and understanding of each and every individual teacher. To be successful in any

school, teachers must have a sympathy for and commitment to the programme of work being introduced within the classroom. Teachers must also have the understanding and support of the community in which they work. The initial and continuing education of the teacher must be designed to foster:

- a high degree of personal skills and knowledge
- the faculty of critical awareness and thinking
- the ability to act with tolerance and without bias towards opinions of pupils differing from their own personal opinion.

In order to achieve a successful and purposeful programme, teachers should be encouraged

- to develop a true partnership and understanding among parents, school and community through discussions and purposeful involvement;
- to capitalise on curricular and extra-curricular activities in order to bring about an understanding by the children of their own culture and heritage as well as that of other nations in order to achieve an understanding of other people's needs and aspirations;
- to develop a flexibility in teaching methods and approach so that programmes can adequately meet the needs of the pupils and the community;
- to make positive use of cultural diversities within the classroom and society;
- to make the fullest possible use of available resources including films, visiting speakers, class or school visits, and programmes such as the Unesco Associated Schools Project;
- to encourage pupils to engage in activities such as correspondence with pupils in other communities and nations.

These activities on the part of the teacher must be facilitated by the educational authorities through the organisation of student and teacher exchange programmes as well as other opportunities for cultural interchange.

II. TEACHERS

2.1. TEACHER EDUCATION

WCOTP's stand on teacher education is best illustrated in the title of its 1982 Theme Resolution: TEACHER EDUCATION - A CONTINUING PROCESS. The major elements of the Resolution are reproduced below.

i. Teacher organisations should seek actively to cooperate with teacher educators in the education and training of teachers. Where teacher educators are not organised, teacher organisations should seek to bring them into membership and make provision for consideration of their interests within their organisations.

ii. Opportunities must be made for teacher educators to undertake purposeful work and continuous classroom experience within the school system and the classroom and for experienced and appropriately qualified teachers to be involved with the preparation of students undertaking initial education and teachers undertaking in-service programmes.

iii. Professional education should be required for all teachers, including those teaching in further, technical higher, and university education.

iv. Provision should be made for the necessary additional training for those who undertake special duties in the education system, for example, teachers of the mentally and physically handicapped as well as teacher educators and those who accept special responsibilities.

v. Teacher education candidates must have a basic and preparatory education of as high a quality as possible in their country. Ideally, candidates should satisfy conditions identical to those required for university enrollment.

vi. The criteria used for entry to the teaching profession should not be limited to intellectual aptitude and academic ability and should also be determined by teacher educators and practising teachers. On the

basis of those criteria, students must have guidance before, during and after the teacher education programme with the opportunity to change their course of study.

vii. Teacher education is a continuous process including initial and in-service education as two dependent, related and inseparable parts continuing throughout the professional life of the teacher. It should be designed on the assumption that teacher education will be a continuous process throughout the professional career of the teacher.

viii. WCOTP endorses the following statement, contained in the Unesco/ILO Recommendation concerning the Status of Teachers (Article 20):

"Fundamentally, a teacher preparation programme should include:

(a) General studies;

(b) Study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education and comparative education, experimental pedagogy, school administration and methods of teaching various subjects;

(c) Studies related to the student's intended field of teaching;

(d) Practice in teaching and in conducting extra curricular activities under the guidance of fully qualified teachers."

ix. Whichever level of teaching the candidate is preparing for, three requirements must always be present:

(a) good academic and cultural background, in order to fulfill the requirements of teaching in the classroom;

(b) professional expertise, including a knowledge of educational theory and research methods;

(c) practical and theoretical knowledge of methods and techniques of teaching.

x. In addition, teachers should be educated more particularly in the following aspects:

(a) problems of individualised education as well as those relating to group or team work;

(b) collaboration between teachers and team teaching (preparation and management of a class);

(c) the principles involved in curriculum development, research and innovation;

(d) information and communication technologies, including applications of the new technologies which are specific to teaching and the methods of transmitting and receiving information;

(e) understanding of various pupil groupings which take into account their individual characteristics, which may be:

cultural and ethnic, linguistic, intellectual and mental, social and economic, and physiological (e.g. recognition of the special needs of handicapped children);

(f) the role of the teacher within the educational team in preparing pupils for life outside the school;

(g) understanding how curricula, teaching practices and resources reflect cultural values about race and sex; the development of critical skills to enable the teacher to evaluate these. (While accepting the need for differing emphases within the content of teacher education courses, such provision should be made on the basis that all courses should be of comparable academic and professional status, and should contribute to the achievement and maintenance of a united and integrated teaching profession.)

(h) the evaluation of textbooks, materials and equipment. (Recognising the professional role of teachers, they must be free to assess the value of textbooks, programmes and products and to reject those which distort the truth and which are unsuitable for use in school.)

(i) preparation for education on human rights and international understanding and peace.

xi. All newly qualified teachers should receive support, help and guidance as of right from experienced educational practitioners. It is vital that practising teachers are seen as part of the education programme.

xii. All teachers in their first year of teaching should be given a considerably lightened teaching load to enable

them to prepare their work, to assess the results of their teaching on the basis of an evaluation of past lessons and to benefit from the help of more experienced colleagues.

xiii. Teachers must have the right to in-service education, which should normally take place during working hours and for which teachers should be paid. This does not exclude voluntary participation in in-service teacher education activities which occur outside working hours. Substitute teachers must be provided where teachers are absent on in-service education.

xiv. A variety of types of in-service education should be developed which allow for personal and professional development as soon by the teacher as well as school focussed education. They may include advanced academic courses as well as short courses. Teachers, as professionals, have the responsibility to be open and receptive to opportunities to pursue their own personal and professional growth. Whatever the form of in-service education, practising teachers should be actively involved in the development of policies, the planning of programme content and its presentation.

xv. The aim of in-service education should be the continual professional development of the teachers, and should include:

(a) the identification of professional needs and a search for programmes to meet these needs;

(b) an extension of the knowledge of subjects taught;

(c) enrichment of the teacher's whole personality;

(d) provision of opportunity for both men and women to:

- respond to new responsibilities and gain management skills
- to up-date knowledge and education for alternative roles;

(e) opportunity for participation in educational research, particularly in the processes of innovation and curriculum development.

xvi. Since in-service education is a continuing process, teachers should have the right to be consulted regarding their participation in the individual and collective programme.

WCOTP therefore sees pre-service and in-service teacher education as a continuum. To ensure high quality of education the standards of entry to professional training programmes have to be high and the training rigorous. Professionalisation is also necessary for teachers at all levels.

2.2. STATUS OF TEACHERS

(A) The major premises on which WCOTP's struggle for the status of teachers is based are:

(a) that the right to education is a fundamental human right;

(b) that general and technical/vocational education permit individuals to develop and use to the fullest all their talents;

(c) that the full development of individuals is essential to societal development in all its ramifications:

(d) that teachers have an essential role to play in (b) and (c) above;

(e) that teachers should enjoy a status commensurate with the role which every society expects them to play.

WCOTP on these premises played a leading role in the elaboration of the Unesco/ILO Recommendation concerning the Status of Teachers.

A 1986 publication by WCOTP* traced the history of the Unesco/ILO Recommendation concerning the Status of Teachers and the manner in which WCOTP influenced the course of events leading to its elaboration.

(B) It was in Istanbul in 1955 that the scene was set by WCOTP. This was the fourth Conference of WCOTP, and the principal subject of discussion was "The Status of the Teaching Profession". An eight-point resolution emerged at the end of the deliberations. Of particular relevance to the present report are the following points stressed in the resolution:

- raising the social and economic status of the teaching profession, in the interest of children and of the nations of the world;
- the establishment of high standards of professional training, to secure a solid base of knowledge and teaching ability;

* WCOTP: Digest of Conclusions by the Committee of Experts on the Recommendation concerning the Status of Teachers (1986)

- providing teachers with necessary facilities for keeping abreast of educational thought and practice;
- ensuring that teachers' salaries are commensurate with those of professions with comparable training, qualifications, responsibilities, and social importance;
- the need for teachers to form strong professional organisations, maintaining permanent and close relations with public authorities.

(C) In the field, WCOTP has pursued the question of the Status of the Teaching Profession in a variety of forms, at the regional level. Thus, in 1959, following an exploratory meeting in Nigeria, the Confederation established a Commission on Educational Policy for Africa. A meeting of this Commission in Uganda in 1960 concluded that a sound policy for education in Africa must recognise the primary need for the recruitment and retention in service of qualified teachers. To this end the status of the teaching profession must be clearly recognised by the teachers themselves, by governments and by the public.

Regional meetings for Asia and the Americas followed. These meetings were similar in purpose to the Commission on Educational Policy for Africa, but details were adapted to meet the needs of the region in which they were held. Such meetings were held in Malaya with representatives of the Asian teachers' organisations and in Costa Rica for those of the Americas. Again, these meetings emphasised the need to attract the best candidates available to the profession and urged that the plans, then being developed for the use of education as a means of national development, recognise the professional status of teaching.

(D) These early efforts to recognise the status of the teacher in regional educational planning met with difficulties, because the facts concerning the status of teachers had not been assembled or distributed. Accordingly, in 1961, WCOTP initiated a series of regional surveys of the status of teachers, together with conferences to disseminate the findings of these surveys and to consider their application to educational problems. The first of these surveys was carried out by WCOTP in 1961 in Africa with some financial assistance from Unesco and the Ford Foundation. A former President of the Gambia Teachers Union, after study and travel in 26 African countries, compiled the pioneer study, The Status of the Teaching Profession in Africa. The next step in Africa was taken in 1963 when WCOTP organised a conference in Niger on the teaching profession. Here, for the first time in African history, government representatives and

teacher leaders from many countries met with a team of WCOTP consultants to consider the development of the teaching profession in Africa. The results of their conference were published by the World Confederation in a substantial Handbook for Raising the Status of the Teaching Profession in Africa.

In Asia, a survey of the status of the teaching profession was carried out by the Director of the WCOTP Regional Office in India. This survey covered 14 Asian and Pacific countries, including Australia and New Zealand. Again, as in the case of the African study, a preliminary text was distributed for the purpose of securing corrections and comments. The revised report was subjected to careful review by an expert meeting in New Delhi in 1963, with attendance from 13 countries. The report itself was published a few months later. As in the case of Africa, the investigation was assisted by a contract with Unesco. The expert meeting in New Delhi also prepared a group of recommendations on the professional and academic status, the economic status, and the political, national and international status of teachers. These recommendations were printed, circulated to Ministries of Education throughout the area, and brought to the attention of the international organisations concerned with teacher status.

(E) Early in 1966, a WCOTP representative visited 17 countries and islands in the Caribbean to obtain information for the WCOTP Survey of the Status of the Teaching Profession in the Caribbean. This was later published by the WCOTP Office in San Juan, Puerto Rico. Meanwhile, the two WCOTP constituent federations were considering the status of their members within the primary and secondary school fields respectively. In addition, one of the international members of WCOTP, the International Council on Health, Physical Education and Recreation, cooperated by making a detailed international study of the status of teachers of health and physical education, and by publishing and distributing the results.

As the various reports were completed and distributed, contacts were maintained with the major intergovernmental organisations, and especially with Unesco, to urge these powerful bodies to use their influence to improve the status of teachers. It soon became clear that an international recommendation on this subject would be extremely helpful. In 1947, the Unesco General Conference called for a Teachers' Charter, and in 1958 the International Labour Organisation held an Expert Meeting on

the Economic and Social Conditions of Teachers chaired by the WCOTP President. This session was followed by three other preparatory meetings leading up to the 1966 International Conference on the Recommendation concerning the Status of Teachers. At the second Expert Meeting on Teacher Status in 1963 the WCOTP Vice-President was called upon to preside. In 1964 the Unesco Expert Committee chaired by the WCOTP Secretary General reviewed and revised the work done by the two previous meetings.

(F) The material from these successive conferences had been made the subject of careful study over the years by WCOTP, by its member organisations and by its constituent federations. Extensive comments had been sent to the sponsoring intergovernmental bodies. Copies of the various texts were circulated to WCOTP member organisations in order to facilitate this process. Thus, when a joint meeting of Unesco and ILO Experts was held in Geneva in January 1966, the preliminary text of the Recommendation could be based on an extensive body of factual information collected by WCOTP, and the Geneva Conference itself had at its disposal comprehensive advice from the organised teaching profession.

(G) Since its adoption in 1966, WCOTP has continued to collaborate with the ILO/Unesco Joint Committee monitoring the implementation of the Recommendation.

In 1976 WCOTP expressed its concern at:

- the failure of so many governments to implement the Recommendation;
- the failure of so many governments to reply to the questionnaire sent to them by the joint committee;
- the failure of governments to consult with representative teachers' organisations, and the consequent domination by government representatives of the examination of the effects of the Recommendation;
- the attempts to weaken the Recommendation by widening the area of its influence and amending its content and, in particular, at attempts to reduce the degree of protection which the Recommendation affords to the professional, consultative and economic status of teachers;

and therefore resolved to:

- ask both Unesco and ILO to abide by their own Recommendation concerning consultation with national and international teachers' organisations;
- continue to mount total pressure for the full implementation, in all countries, of the ILO/Unesco Recommendation concerning the Status of Teachers;
- intervene in Unesco, ILO and other debates on the subject of the Recommendation;
- urge that Unesco and ILO affirm and support the principles embodied in the Recommendation in all inter-governmental meetings at which topics relating to the Status of Teachers are discussed;
- request other inter-governmental agencies such as the United Nations Development Programme (UNDP) and the World Bank (IBRD) to abide by the Recommendation in the formulation and application of educational aid programmes;
- make vigorous representation, both from WCOTP and member organisations, for full and free access to information and statistics concerning the implementation of the Recommendation, and to the information and statistics which teacher organisations require in order to participate fully in the development of educational policies.

The issues of the quality of education and the status of teachers are inseparable. WCOTP has therefore continued to play its avant-garde role of monitoring the implementation of the Recommendation, of up-dating it, and of working towards a Convention on the Status of Teachers.

2.3. TEACHERS AND EDUCATIONAL POLICY

(A) A statement insisting forcefully that teachers and teacher organisations be involved in educational policy was made by WCOTP in 1973 when the XXII Assembly re-affirmed

"its belief in the right of consultation between teachers and the authorities on education policy-making and decision-taking at all levels".

(B) WCOTP's 1974 Resolution on "Pressures for Educational Change" saw teachers as agents of change and therefore urged that:

teachers' organisations should:

i. be aware that education is a political and social process in the broadest sense and therefore should:

(a) be initiators and agents for changes which are deemed appropriate and desirable whilst preserving proven values;

(b) accept the notion that the highest standard of professionalism and the highest sign of social awareness is their active involvement in solving the problems of society;

(c) publicise the fact that education alone cannot provide the solution to society's problems;

(d) recognize the fact that a solution to their professional problems depends upon their participation in the process of social change.

ii. provide services to members that will facilitate their assessment of specific pressures and help them initiate appropriate changes;

iii. become more involved in educational transformations and innovations, including also exploratory involvement in social and economic changes for the purpose of furthering the effects on education of these changes;

iv. formulate clear policies regarding changes, ensure that their members can implement such policies and defend the rights of individual members to innovate and so contribute to the relevance of education;

v. involve themselves, as active participants in change, in their own right or in partnership with other social, political and economic groups which can be legitimately included.

(C) In a 1980 Resolution on "Education and Development" WCOTP affirmed its belief that teachers should be closely involved in the task of curriculum development, and it urged its member organisations to:

i. give high priority to bringing about the inclusion in the curriculum of themes germane to education and development - appropriate to the level of student maturity and to student readiness - and integrated with already existing subjects and courses of study;

ii. strive for the meaningful involvement of all teachers in the development and implementation of curriculum;

iii. work to ensure that curriculum is scientifically objective and free from bias and prejudice;

iv. seek adequate time for teachers to be involved in curriculum development and generate ways and means for teachers to secure the necessary expertise;

v. press for the effective implementation of curriculum.

The above are simply selected instances of WCOTP making its stand clear on the issue of teacher involvement in educational policy-making and decision-taking. It is an issue that pervades WCOTP's concern in every area of its activity. Democracy and respect for human rights are often cited as a goal of WCOTP. If education is to be as democratised as it should be, all nations should involve a cross-section of its population in framing educational policy. Teachers, as educational professionals, deserve a distinctive place in such activities.

2.4. TEACHER INVOLVEMENT IN THE DEVELOPMENT OF TEXTBOOKS AND SCHOOL PROGRAMMES

(A) Teachers cannot participate meaningfully in policy-making and decision-taking if they have nothing to do with the development of a major input into the educational process such as school programmes and teaching-learning material.

In reasserting its support for the Unesco/ILO Recommendation on the Status of Teachers (see section 2.2) and in constantly reaffirming the role of teachers in educational policy (see section 2.3) WCOTP has been renewing its call for teacher involvement in education. Its 1980 Resolution (summarised

in section 2.3) emphasized the need for teachers to be involved in curriculum development and implementation.

(B) In the area of TEXTBOOKS and SCHOOL PROGRAMMES, WCOTP's stand was strongly stated in a 1982 Resolution which observed:

"that certain governments abuse their monopoly in the preparation of school programmes and writing of textbooks... by introducing tendentious and erroneous elements such as the distortion of historical facts or pedagogical objectives... to ensure the promotion of their policy or the legitimacy of their power."

The Resolution then refers governments to the Unesco/ILO Recommendation on the Status of Teachers and affirms that teachers and their organisations MUST:

i. be able to participate in the definition of the general objectives and particulars of teaching in the selection of content and the development of curricula;

ii. be able to participate in the production, writing and selection of school textbooks;

iii. have the right to reject all content which is not truthful.

WCOTP's concern here is that the content of curricula must be valid, in the sense that it represents a scientifically acceptable interpretation of concepts, facts, and principles. Teachers have to ensure that this is always so, as their mission is to lead (and not to mislead) the students under their care.

2.5. TEACHERS AND NEW SOCIAL, SCIENTIFIC, AND TECHNOLOGICAL CHALLENGES

(A) Since education has to be closely linked with societal demands and needs, teachers themselves have to adapt their own education and their own practices to changing times. The world of the 1970s, the 1980s, and the period up to the approach of the 21st century, have brought along social, scientific and technological changes (too numerous and too complicated to list here) everywhere in the world. These changes have led almost everywhere to changes in educational policy or to proposals for such changes.

As WCOTP remarked in a 1986 document:

"Every proposed change,irrespective of its nature, is ... a demand on the teachers (who are) concerned about how they can obtain the time, the resources and the conditions necessary to meet these demands (and) how they can learn how to do what is asked of them." *

(B) The major challenges for teachers in these rapidly changing times are discernible in the areas of teachers' personal development, education and training. Here WCOTP's stand can be summarised in its proposal that the following be included in programmes of teacher education and development:

i. the study of contemporary world issues (the human environment, social impacts of technology, peace and human rights, etc.);

ii. emphasis of cultural and aesthetic interests and critical analysis of information;

iii. instruction (to all teachers) in new approaches based on major innovations, and particularly those made possible by new technologies;

iv. permanent structural linkages between educators and persons in other fields, including opportunities for secondment for teachers and researchers to work together on innovations in curriculum and methods, as well as joint seminars for teachers, social workers, health workers, and others concerned with assistance to young people;

v. more cooperation between teachers, between parents and teachers, between teachers and support service personnel, and between teachers and the community;

vi. social studies programmes with a global perspective, including the interdependence of nations and the overriding importance of education for peace, respect for human life, and concern for the environment.

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* WCOTP: Recommendations on New Challenges for Teachers and Teacher Education (adopted by the European Conference, Bordeaux, October 18-21, 1986)

vii. in-depth knowledge (by teachers) of the various subjects so that the latest research is understood and leads them to begin research themselves.

2.6. TEACHERS' RIGHTS

WCOTP's major concern here is for TEACHERS AS WORKERS AND AS CITIZENS. In this regard they are entitled to certain fundamental rights, respected by every democratic society. These include (a) the right to organise, (b) the right to express their views on issues of professional and public interests, (c) the right to collective bargaining, (d) the right to strike, (e) the right to participate in the national democratic process, and (f) the right to practise their profession.

The Confederation's stand in each of these demands of human rights is summarised below.

i. The Right to Collective Bargaining
This has been stressed in different ways and at different places by WCOTP since its foundation in 1952, but reemphasized in its 1986 Theme Resolution as follows:

- "Teachers must have the right to negotiate their conditions of work through free collective bargaining and to resort to mutually agreed independent binding arbitration if negotiations reach an impasse."

- "Both salaries and working conditions for teachers should be determined through the process of negotiation between teachers' organisations and the employers of teachers."

ii. Academic Freedom

"Teachers must have the right to practice their profession without undue interference by authorities and other persons. The academic freedom of teachers must be secure and protected."

iii. Security of Employment

"Teachers must not be subject to dismissal, compulsory transfer or demotion without due processes and the right to appeal to an impartial body ..."

iv. Freedom of Association

This is seen by WCOTP as part of the teachers' political rights which "must be protected and must not be violated by governments and other authorities."

In addition, "disciplinary procedures should not be used against individual teachers acting in accordance with union policy and direction."

v. Right to Strike

"The right to strike should be part of any collective bargaining process and this right must not be violated by governments or any other authorities... The right to strike is a fundamental right of teachers and of all workers."

WCOTP's emphasis of Teachers' Rights is based on its belief in the need for quality education worldwide. As aptly expressed in a 1985 statement:

"The key to human progress is education. The key to quality in education is the status of teachers. The status of teachers can be maintained only by the solidarity, the activity, the dynamism of free teacher organisations. And that can be sustained only in a free and democratic society in which the trade union rights of all workers are fully respected. Attacks on trade union rights, and attacks on public education, are attacks on freedom."*

2.7. TRADE UNION RIGHTS

(A) The Assembly of Delegates of WCOTP, meeting in Lomé, Togo, August 3 - 9, 1984, issued a policy statement on TRADE UNION RIGHTS, based on the premise that

- freedom of association is a fundamental civil right, and an indispensable condition for a democratic society.

The Assembly also noted and endorsed a resolution adopted without opposition by the International Labour Conference in 1970 that:

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* WCOTP AND THE STATUS OF TEACHERS, by Norman Goble, Copenhagen, 4 November 1985

"there exist firmly established, universally recognised principles defining the basic guarantees of civil liberties which should constitute a common standard of achievement for all peoples and for all nations"

and which explicitly lists the following, embodied in the Universal Declaration of Human Rights, as fundamental rights essential for the exercise of freedom of association:

i. the right to freedom and security of the person and freedom from arbitrary arrest and detention;

ii. freedom of opinion and expression, and in particular freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers;

iii. freedom of assembly;

iv. the right to a fair trial by an independent and impartial court;

v. the right to protection of the property of trade union organisations.

(B) With particular reference to teachers WCOTP has taken the pains to specify that:

i. Freedom of Association must, for teachers, mean the right to form free and independent organisations for the promotion and defence of their rights and interests.

ii. Freedom of Assembly must mean the right of teachers and their organisations

- to hold public assembly for the furtherance of their just cause;
- to hold meetings at their place of work or other appropriate venues outside normal working hours.

iii. Freedom of Opinion and Expression must, for teachers, mean the right of teachers and teachers' organisations to express opinions and publish views without restriction or interference by the public authority through legislation or any other means.

iv. Considering the nature of teaching, the protection of the professional freedom of teachers against all forms of harassment and intimidation must be recognised as a necessary and legitimate function of their organisations.

v. Teacher organisations must enjoy guarantees against interference by the employer or by the public authorities in conducting their activities and managing their affairs in accordance with the mandate given by their members.

vi. Teachers, whether employed in the public or the private sector, must have legislative guarantees of the exercise, through their organisations, of:

(a) the right to negotiate salaries and conditions of work on the basis of equality with their employers;

(b) the right to conclude collective agreements;

(c) the right of access to an impartial process for the resolution of impasse in negotiations;

(d) the right to take industrial action including strike as a means of creating conditions for negotiations on an equal footing.

vii. Teachers' organisations must have the right to affiliate to international organisations of their own choosing, and to communicate freely with such organisations and participate in their activities.

viii. Teachers' organisations should promote the ratification and observance of the following ILO Conventions:

No. 87 : Freedom of Association and Protection of the Right to Organise (1948)
No. 98 : Right to Organise and Collective Bargaining (1949)
No. 111 : Discrimination (Employment and Occupation) (1958)
No. 122 : Employment Policy (1964)
No. 135 : Workers' Representatives (1971)
No. 151 : Labour Relations (Public Service) (1978)
No. 154 : Promotion of Collective Bargaining (1981)

(C) While stressing that the exercise of the above rights must not be interfered with by the public authorities through legislation or by any other means, limiting the effectiveness of the right to organise, collective bargaining or the right to take industrial action - basic rights which should be accorded to all workers, WCOTP also recalled some of its very important earlier declarations on public authorities and teachers and teacher organisations, viz:

i. Teachers' organisations should be consulted on all matters of educational policy, and must have the right to appoint their own representatives for this purpose.

ii. Teachers must have protection against arbitrary action by their employers on disciplinary grounds or on any other pretext, and must have a firm guarantee of recourse to impartial judicial or quasi-judicial processes in any matter affecting their employment status. Teachers' organisations must have the right to participate in establishing disciplinary machinery according to fair and objective criteria.

2.8. CONDITIONS OF WORK OF TEACHERS

WCOTP's stand on Conditions of Work of Teachers is present in its statement in support of the Unesco/ILO Recommendation concerning the Status of Teachers, as well as in its statements on teachers' rights. The stand was, however, made more explicit in the 1986 Resolution on "Conditions of Work for Effective Teaching". What follows is a summary of the major points in the Resolution concerning the conditions under which teachers work.

i. The employment of adequate numbers of teachers, which should lead to a reduction in class sizes and the provision of more time during the school day for teachers to prepare their work and attend to teachers' problems.

ii. Flexible class size, as a factor in developing the quality of education and with the aim of achieving the lowest possible figure.

iii. Protection against the adverse effects of new technologies (i.e. ensuring job security) in the face of present-day technological developments.

iv. Special salaries and other attractive conditions of service for teachers in remote and rural areas.

v. Provision of adequate leave for teachers, especially women who should have adequate maternity leave without loss of career opportunities and other benefits.

vi. Sufficiently high salaries, in relation to living costs and other comparative professional workers, to attract and retain well qualified persons in the teaching profession.

vii. Women teachers to be employed at all times under the same conditions as men, including opportunities for self-development and access to positions of responsibility and decision-making.

viii. Teachers to receive at all times the same treatment as other workers in terms of health and safety at work and protection from professional hazards.

ix. Consideration of the changing character of the encounter between teachers and young people, and of the changing nature of public expectations, in determining the assignment of hours of work to the teachers.

x. Compensatory time or payment to teachers when required to carry out non-teaching duties.

xi. Provision of appropriate services by other professionals (e.g. psychologists, social workers) to teachers in view of the effect on the workload of teachers of such factors as the integration of the physically, the socio-psychologically, the intellectually handicapped into regular classrooms.

xii. Provision and maintenance of high standards of physical facilities, buildings, equipment, furnishings, and sanitary arrangements.

An explanation for WCOTP's insistence on these minimum conditions can be found in the same Resolution which says:

"Those who seek quality and excellence in education must recognise the key role of teachers, for they too seek excellence."

2.9. INTERNATIONAL UNITY OF THE TEACHING PROFESSION

(A) The two decades following World War II produced one Confederation of Teachers founded on the basis of the defence of the material and moral interests of the teaching profession, WCOTP, autonomous with regard to the world trade union movement (i.e. having no external affiliation) and three organisations affiliated to the three branches of the international trade union movement.

(B) WCOTP has an explicit policy of cooperating with, and seeking eventual union with, the other internationals.

The 1976 Assembly declared "its belief that the gathering together of the world's teachers into a single international organisation constitutes a prime goal of growing urgency for WCOTP", and called upon the other internationals to join with WCOTP in establishing a joint committee for ongoing consultations. The call was coolly received by the other internationals. Two years later the Executive Committee added the sentence "As a means of achieving this long-term goal WCOTP will cooperate with any or all international teacher organisations when such cooperation is in the best interests of WCOTP and when it is consistent with the aims, objectives and aspirations of WCOTP".

In 1980 the Assembly returned to the topic with the following resolution:

> The 28th Assembly of Delegates of WCOTP, meeting in Brasilia, August 4-9, 1980
>
> 1. Re-affirms its commitment to the eventual unification of all the international teacher organisations.

ii. Recognising that the historic divisions in the international teacher movement will take time to overcome, affirms that WCOTP will work for the highest degree of contact and cooperation between the teacher internationals.

iii. Such cooperation and contact will be governed by the following principles:

- that the interests and welfare of teachers, children and education be the prime consideration;
- that there should be no attempt to exclude or dominate on the part of any organisation or viewpoint;
- that there should be a search for common points of agreement and genuine attempts to learn from one another;
- that there should be the maximum degree of unity possible in relations with the international organisations.

iv. Cooperation with other international teachers' organisations should be promoted with due regard for WCOTP's autonomy and its image as an independent political force.

(C) Since 1975, at the instigation of the International Bureau of Education, the four internationals have collaborated in preparing a joint paper for presentation to the biennial sessions of the International Conference on Education. In 1984, on the initiative of WCOTP, joint presentations were made to Unesco on the relationship between that body and the teaching profession, and on possibilities for collaboration on specific projects.

All the internationals except FISE have collaborated in reviving and operating the European Trade Union Committee for Education. This cooperation is limited in two respects, however. It applies only to Europe, and the exclusion of FISE reflects an ideological resolve on the part of other internationals.

In March 1986, on the conclusion of a round table consultation in Brussels, the Secretaries General of the four Internationals issued the following statement which was unanimously adopted by the participants:

"Members of the Executive Committees of the four teacher internationals, having met in Brussels on March 25 and 26, 1986, are of the opinion that the frank exchange of views which has taken place has contributed significantly to mutual understanding.

The participants note with satisfaction that the Secretaries General will continue to meet from time to time, and that they will be alert to the possibilities of cooperation in concrete terms.

It is the view of the participants that such possibilities should especially be sought in the fields of activity that lie within the competence of Unesco and the IBE, including, but not limited to, factors which affect the quality of education, the training and working conditions of teachers, and education for peace and human rights."

WCOTP's stand has therefore been one which sees all teacher organisations as being first of all made up of teachers and for teachers. Since its members are supposed to be professionals in the field of education, whatever affects education (and whatever threatens its development as a tool for the overall development of humanity) should be of concern to all teacher organisations. There is therefore a lot of common ground for cooperation and this should be pursued with vigour.

III. W O M E N

3.1. WOMEN IN EDUCATION

(A) WCOTP has always made its opposition to all forms of discrimination in society and in education well-known. With particular reference to women, the Confederation has issued statements, published special brochures, passed resolutions, and encouraged increased women participation in its activities over the years.

In 1982 WCOTP issued a POLICY STATEMENT ON WOMEN IN EDUCATION, based on the fundamental principle that:

> "All human beings are born free and equal in dignity and rights and should enjoy equality of opportunity both in law and in practice. Education should be a major means of achieving this goal."

as well as with the following statement of intent:

> WCOTP, as an international organisation of teachers, is deeply involved in all aspects of world peace, national development, social progress, and the establishment and promotion of human rights.
>
> Accordingly, WCOTP recognises that the furtherance of equal opportunity between men and women depends in large part on educational programmes which are designed to correct existing imbalances and declares its intention to give support in principle and in practice to such activities.
>
> Considering that education, be it formal or non-formal, too often reproduces cultural stereotypes and patterns of sexist behaviour causing the unequal opportunities which exist between men and women, WCOTP asserts the necessity for action in the following three sectors:
>
> (a) within the school setting;
> (b) within teachers' organisations;
> (c) within society.

(B) WITHIN THE SCHOOL SETTING, in particular WCOTP believes in the following tenets:

i. Selection of textbooks (new and replacements) and all other teaching materials which do not stereotype men and women;

ii. Career counselling that channels girls into non-traditional employment;

iii. Promotion by teachers of equal access to all educational programmes;

iv. Promotion by teachers of co-educational schools and classes;

v. Encouragement of family life education to be taught to boys and girls within the school programme;

vi. Development by teachers of a critical awareness to enable students to distinguish and analyse stereotypes;

vii. Encourage children to enjoy being what they are - human beings - as opposed to fostering any idea that either sex is inherently superior.

viii. A commitment to non-sexist education, with provisions for appropriate resources.

3.2. WOMEN AND GIRLS IN SCIENTIFIC, TECHNICAL AND VOCATIONAL EDUCATION

(A) WCOTP subscribes to the United Nations Convention on the Elimination of all Forms of Discrimination against Women adopted by the UN in 1979.

Article 10 of the Convention emphasizes that WOMEN be accorded

THE SAME CONDITIONS FOR CAREER AND VOCATIONAL GUIDANCE, FOR ACCESS TO STUDIES AND FOR ACHIEVEMENT OF DIPLOMAS IN EDUCATIONAL ESTABLISHMENTS OF ALL CATEGORIES ... THIS EQUALITY SHALL BE ENSURED IN PRE-SCHOOL, GENERAL, TECHNICAL, PROFESSIONAL AND HIGHER EDUCATION, AS WELL AS IN ALL TYPES OF VOCATIONAL TRAINING.

(B) WCOTP has used a number of occasions (e.g. conferences on women, seminars for women members, etc.) to draw attention to the need for women and girls to have access to scientific, technical and vocational education on a footing of equality with boys and men, as can be seen from the following quotations:

i. ..."technological education at appropriate levels should be available to both sexes alike" (WCOTP seminar on 'Women in a Technological Society', Calw, Federal Republic of Germany, 1975).

ii. ...teacher organisations should "encourage career counselling which channels women into non-traditional employment" (WCOTP publication on the Status of Women in Education).

iii. ..."each individual should be given the possibility to choose freely his/her career, to move into technical areas..." (WCOTP: "The Situation of Women in Teachers' Organisations and in Education", 1986).

(C) With special emphasis on WOMEN'S ACCESS TO THE TECHNICAL FIELDS OF TEACHING, WCOTP conducted a world-wide survey in 1986 and found that the following factors make equality of access difficult for women.

i. Low enrollment of females in technical courses in comparison with men owing to past education and experience, and lack of encouragement to go into non-traditional areas.

ii. Guidance and career counselling directs women away from the study or teaching of sciences.

iii. Technical subjects are mainly taught at the secondary and post secondary levels where women teachers are numerically under-represented. Consequently, there is no motive power to incite women to enroll or to teach these subjects.

iv. Women are in general not interested in technical subjects, as they are influenced by social conditioning and by all the stereotypes they have internalised. Women themselves may be a factor of non-evolution.

v. Stereotyped discriminatory practices in the past have created conditions of sexual inequities. This is a significant factor in precluding women from qualifying for teaching posts in technical programmes.

vi. Many young teachers who might be expected to hold less stereotyped views of the interests and capabilities of men and women have been unable to obtain employment in some countries.

WCOTP's determination is to diminish the evil effects of the above-mentioned factors through its activities at national and international levels.

3.3. WOMEN IN THE TEACHING PROFESSION

(A) Women, because of their pre-eminent role in child-bearing and child rearing, have always been children's most natural teachers. The Confederation is therefore against any policy, practice, or cultural beliefs which tend to:

i. show too heavy a concentration of women as teachers in early and primary education, as this tends to mean less promotion and lower salary;

ii. encourage women teachers to specialise mainly in the arts, languages, and classical subjects;

iii. keep the number of women low in posts of responsibility (head of schools, educational administrators and inspectors);

iv. perpetuate the under-representation of women teachers in scientific and technical fields;

v. create situations in which women teachers do not receive equal pay with men for comparable qualifications, experience, responsibility and competence;

vi. discourage efforts to obtain the qualifications needed for teaching at the highest possible level by women teachers;

vii. prevent women from realising that they have a unique contribution to make as educators and public leaders.

(B) In addition, WCOTP subscribes to all provisions in the Joint Unesco/ILO Recommendation concerning the Status of Teachers which deal with the rights of women teachers to:

i. the same employment conditions as men;

ii. adequate and paid maternity leave;

iii. opportunities for self-improvement, etc.

3.4. WOMEN IN TEACHERS' ORGANISATIONS

WCOTP approved a "Declaration of Policy on Women in Education" in Jakarta in 1978. Related resolutions on the subject were passed in Brasilia (1980), Montreux (1982) and Regina, Canada (1986). It is now WCOTP's policy that

> "all programmes incorporate major activities which promote the development of women within organisations".

In addition, WCOTP has issued clear policy guidelines to its member organisations to:

i. make sure that their constitutions contain clear statements about the removal of all barriers preventing the equality of women in all aspects of their activities;

ii. encourage the participation of women in all levels of decision-making in every teacher organisation;

iii. improve the possibility for women members to apply for promotion in teacher organisations;

iv. insist that when applicants are approximately equally qualified, consideration should be given to the adequate representation of women, to reflect the number of women in the profession;

v. set an example when meeting with other organisational contacts by using, and encouraging the use of, non-sexist language, and to involve and respect women.

Women represent a significant proportion of the teaching force of most nations of the world. This strength has to be reflected in the quantity and quality of women in the work of teacher organisations. WCOTP has the realisation of this objective as a priority area.

3.5. WOMEN IN THE WIDER SOCIETY

WCOTP's policy on equality of the sexes is not limited to its stand on issues concerning women in education and women in teachers' organisations. Women also have to enjoy equal treatment with men in the wider society, as means of liberating the energies of women for societal development.

In its various policy statements and resolutions, therefore, WCOTP has stressed the following points on women in the wider society:

i. The elimination of the exploitation of women, or their image, in advertising.

ii. The encouragement of the attitude of a shared responsibility of care and upbringing of children, as Parents are men and women.

iii. The practice of all people having equal rights to participate in social and political life and in the work force.

iv. Paying serious attention to matters which directly affect women.

v. Ensuring equal rights in education and society in general for all girls and women, but in particular to those who live in rural areas, disadvantaged, cultural or ethnic minorities or majorities, educational dropouts trying to return to school, refugees, immigrants, the handicapped and the urban poor.

vi. Promotion of adequate health care in connection with pregnancy, confinement and the post-natal period, to improve a child's learning ability in school years.

vii. The elimination of all violence, sexual abuse and harassment of women and children.

IV. CONTEMPORARY WORLD ISSUES

4.1. APARTHEID

(A) WCOTP has repeatedly affirmed its opposition to all forms of racial discrimination. Its constitution includes the following statements of purpose:

"Through the development of education and of the collective strength of the teaching profession, the Confederation seeks to promote, for all the peoples of the world, equality of opportunity, peace, justice and the protection and extension of human, social, economic and cultural rights, and basic individual and collective freedoms."

"The Confederation will assist its member organisations:

(a) to foster a concept of education directed towards international understanding and good will, the safeguarding of peace and freedoms, and respect for human dignity."

(B) The 1986 WCOTP Assembly adopted a resolution condemning apartheid in the following terms:

"The World Confederation of Organizations of the Teaching Profession, meeting as an Assembly of Delegates in Regina, Canada, reaffirms its united condemnation of the repressive conduct and racist policies of the government of South Africa, known as Apartheid, and all their consequences.

Apartheid is a violation of the most elementary human rights, including trade union rights.

The Delegates, representing a collective membership of 9 million educators from 152 national unions in 101 nations, call upon the government of South Africa to immediately cease its infamous acts of discrimination, repression, arrest, detention and killing of people of colour in South Africa.

WCOTP expresses full solidarity with the colleagues in South Africa who in consequence of the violation of fundamental human rights are prevented from safeguarding their democratic and professional interests by free trade union activities."

"WCOTP is convinced that Apartheid's violation of fundamental human rights can only be brought to an end by international pressure using extended and effective sanctions.

We urge that all nations join in applying universal economic sanctions against the racist and inhumane regime in Pretoria. We therefore call upon the governments of our respective nations to immediately end all trade, commerce and cultural and other support for the government of South Africa."

WCOTP further demanded that such sanctions as may be adopted shall remain in full force and effect until the government shall:

- end the present state of emergency and its programme of violence against the majority people;
- remove all South African Defense Force personnel from the township and schools;
- repeal all such laws and orders as have the effect of continuing the repression, violence, and discrimination against people of colour;
- unconditionally release Nelson Mandela, and all other political prisoners and detainees;
- repeal the ban on ANC, PAC, COSAS and other political organisations and allow free exercise of all basic and individual and collective rights, and
- institute a schedule of negotiations between the government of South Africa and leaders selected by the majority peoples toward the end of establishing a multi-racial, democratic government and a free and just society in South Africa.

(C) WCOTP has launched an extensive programme of assistance to the African Teachers' Association of South Africa (ATASA) including

- assistance in recruitment of members
- assistance in organisational development
- legal and humanitarian assistance to those affected by the consequences of the state of emergency
- assistance in the development of reformed curriculum for black pupils and students
- bursaries for study for black teachers
- defence of trade union rights as established by international norms.

The ultimate goal of these measures is to assist ATASA in its campaign for the dismantling of apartheid, and to prepare for the transition to a free, non-racist society.

(D) In cooperation with other teacher internationals, WCOTP has established a joint working group (a) to collect reports on instances of racial discrimination or the promotion of inter-racial hatred, with special attention to migrant workers, neo-nazism and anti-semitism, and (b) disseminate advice on educational measures to counter such tendencies.

In working for the elimination of Apartheid, therefore, WCOTP has not simply passed resolutions, it has also been actively engaged in concrete positive action.

WORLD PEACE

4.2.

(A) WCOTP has been committed to the pursuit of peace since its foundation in 1952. The 1973 Assembly of WCOTP, in Nairobi, stated the concept of peace very explicitly, as follows:

> Peace is not merely the absence of armed conflicts among nations, peoples and states. It includes mutual trust among peoples, mutual toleration for and sympathetic understanding and appreciation of different ways of life, different religions and different racial characteristics. It must also involve fruitful cooperation among countries in economic and cultural activities. Peace among nations is a state of tranquility in international affairs during which nations mutually recognise the existence and legitimacy of sovereign states. Furthermore, peace must be recognised as a global responsibility involving many groups and governmental authorities.

(B) The Constitution of WCOTP requires that it seek to promote, for all the peoples of the world, equality of opportunity, peace, justice and the protection and extension of human, social, economic and cultural rights, and basic individual and collective freedoms. Within countries, WCOTP is bound to assist members to foster a concept of education directed towards international understanding and goodwill, the safeguarding of peace and freedom, and respect for human dignity.

Resolutions adopted on various occasions have made it clear that in the view of WCOTP peace cannot be sustained otherwise than in a climate of justice, of freedom, of mutual consideration and of respect for the principles of the Universal Declaration of Human Rights. Peace requires

a condition of society in which education can freely pursue its mission of helping people to understand themselves and their environment, to understand other peoples and other cultures, to strive for justice among peoples and among individuals, and to work continuously for the qualitative improvement of human life.

(C) WCOTP considers that the first duty of NGOs is to inform, to influence and to mobilise public opinion. Since "peace begins in the minds of men", those NGOs which are concerned with the development of the human intellect, human capabilities and cultural activities have a special responsibility to define and try to achieve those conditions which are prerequisite for the maintenance of peace. To this end they should cooperate as fully as possible with those inter-governmental organisations which are concerned with peaceful development and with the resolution of conflict.

WCOTP itself followed up the studies of the 1973 Assembly by devoting later Assemblies to such themes as:

- Education for a Global Community (1976)
- The Teaching Profession and the World of Tomorrow (1978)
- Education and Development (1980).

In 1982, an international symposium in Hiroshima discussed Disarmament Education. In 1986, an international seminar on Education for Peace, held in Vancouver, was a major event of the International Year of Peace.

Since 1981, WCOTP has collaborated with Unesco in developing methods and content of education for international understanding, peace, disarmament and human rights.

4.3. HUMAN RIGHTS

(A) An international seminar on Education for Human Rights was held in Rio de Janeiro in 1980, while the Assembly of Delegates, meeting in Montreux, August 7-13, 1982, in a Resolution on Human Rights condemned all attacks and restrictions upon individual or collective trade union rights, wherever these occur, and, in particular, upon such rights as are defined in international conventions. The Assembly also protested most vigorously against the imposition of penalties or convictions upon any persons for the sole reason that they have exercised their right to form free, independent and democratic unions, or have participated in the activities of such organisations.

WCOTP affirmed on that occasion its solidarity with those organisations of teachers and other workers which are striving to secure the exercise of their legitimate rights.

The Assembly then went on to:

i. Endorse the efforts of the WCOTP Executive Committee to secure the individual freedom of teachers and the free exercise of the normal functions of teacher associations, and encourage all member organisations to support these efforts with every means in their power.

ii. Deplore the continuance of armed conflict in many parts of the world and the continued subjugation of peoples by armed forces, and condemn the seizure, destruction or forcible closing of schools and colleges, and the denial of educational rights to the populations of territories thus subjugated.

iii. Call upon all governments to renounce the use of force and to seek the peaceful resolution of disputes, while urging all teacher organisations to urge their governments to pursue, by every means in their power, the goals of peace, freedom and justice among nations.

iv. Deplore and condemn all recourse to violence and terrorism which show an increase in all parts of the world, and express deep concern for the children, the men and the women who are the victims.

v. Demand that an end be put to such acts, whatever form they take, and

vi. Ask all educators to work together for the elimination of violence and terrorism.

(B) WCOTP has in fact developed HUMAN RIGHTS as a major branch of activity of its secretariat and of its member organisations. The Confederation serves on the Unesco/NGO Committee on Human Rights. It has taken steps to defend fundamental rights wherever they are trampled upon in the world.

4.4. NORTH-SOUTH ECONOMIC RELATIONS

(A) WCOTP Assemblies have consistently opposed the oppression of peoples and the maintenance of economic inequalities which constitute an affront to human dignity

and, moreover, a serious threat to peace. At its 1986 Assembly, WCOTP considered in depth the present world development crisis in exacerbating inequalities within and between nations.

This crisis is accompanied by profound industrial, agricultural, technological and cultural changes.

Both as a cause and as a consequence of this crisis international economic relations take the form of actual economic warfare in which governments of rich countries and powerful economic groups play a major part and seek to consolidate their dominant position.

There is a dangerous increase in points of tension and armed conflict and expenditure on arms is increasing considerably to the detriment of the living conditions of the most vulnerable social groups, beginning with the people in the developing countries and especially the least developed countries. The growing expenditure on armaments represents an obstacle to the social, economic, democratic and cultural advancement of all countries irrespective of their social structure and level of development.

In this context, the developing countries are finding it increasingly difficult to cope with the planning and control of their own resources and trading relations and to extricate themselves from their state of economic, social, cultural and educational dependence.

(B) To proclaim its strong opposition to the perpetuation of economic inequalities in the world, the WCOTP Assembly of Delegates, meeting in Regina (Canada) from 1 to 7 August 1986, endorsed the principles affirmed by the United Nations General Assembly on 12 December 1974, in the Charter of Economic Rights and Duties of States:

> "Every State has and shall freely exercise full permanent sovereignty, including possession, use and disposal, over all its wealth, natural resources and economic activities".

The Assembly endorsed in particular Article 16 of this Charter, which stipulates that:

> "It is the right and duty of all States, individually and collectively, to eliminate colonialism, apartheid, racial discrimination, neocolonialism and all forms of foreign aggression, occupation and domination, and the economic and social consequences thereof, as a prerequisite for development".

Budget deficits of industrialised countries have raised interest rates to inordinately high levels, multiplying the debt burden on the countries of the South, while a deterioration in the terms of trade has inexorably diminished the capacity of the latter to repay, and helps to keep them in a situation of economic dependence the consequences of which are particularly serious for these countries, both domestically and internationally.

The countries of the South want, rightly, to achieve development by establishing just economic relations which will enable them to cater to the needs of their own people primarily through their own efforts. They seek the removal of such obstacles to economic development as unfair trading and monetary arrangements and the alleviation of debt burdens that have escalated beyond the parameters of national control. They seek a greater say in international institutions such as the IMF and the World Bank, the lending policies of which leave borrowing countries but little option.

(C) With particular reference to international financial organisations, WCOTP condemns the practices of institutions such as the IMF and the World Bank which through the usurious rates of their loans prevent the development of indebted countries and restrict the budgets of essential public services such as education and health.

However, the situation in which the peoples of the South find themselves cannot be wholly attributed to the actions of the industrialised states or the multi-national corporations. The direct responsibility of the governments of some of these countries must be acknowledged, in the choice of political, economic and social policies which run counter to the interests of their peoples, and in the maintenance of their dependence on industrialised countries.

Aid cannot serve as a substitute for a true solution to these problems, as it is only a temporary palliative. But given more just economic relations, aid given in a context of solidarity can help to provide the investment that each society needs for development. Policies to cut aid to the developing countries and to impose stricter conditions are part and parcel of those philosophies which attack public funding of education and other social services in industrialised countries.

Genuine progress towards development implies not only creating the means to extricate much of humanity from the poverty in which it is currently wallowing but also finding a cure for the economic ills afflicting developing and

industrialised countries alike. In an interdependent world, wealth cannot for much longer be maintained at the expense of the poor. The continued prosperity of the countries of the North will depend increasingly on the prosperity of the countries of the South.

(D) Given this picture of the international economic relations in the contemporary world, WCOTP strongly urges the following affirmations:

i. The reversal of the current general trend of cuts in education budgets, particularly in the developing countries which are in dire need of relevant, meaningful and independent education systems able to provide a sound basis for national development; and to meet their populations' nutritional, health and cultural needs.

ii. Support for the efforts of teachers' organisations in countries which have emerged from colonialism and which are struggling to achieve greater economic independence, as well as support for the reform and the democratisation of school systems which were initially conceived in the interests of a privileged minority, and of the colonising countries.

iii. The modification of economic policies in order to improve trade balances between the industrialised and the developing countries and to afford greater opportunities to disadvantaged, recession-hit economies, and in particular to enable them to meet the high cost of educational reforms.

iv. The establishment of urgent global measures, negotiated in good faith and through cooperation, to arrest the decline in, promote and develop the economic activity of the countries of the South.

v. The provision of aid as an investment in a common future, as a contribution to the development of a better balanced world economy, with special emphasis on aid for educational development which is the most important of all investments in the future.

vi The effective utilisation of such aid for purposes agreed upon in an atmosphere free of coercion and directed at satisfying real human needs. Recipient governments must take all and every appropriate measure to ensure that funds will not be misappropriated or used for other purposes. In this respect, their own people, as well as the cooperating institutions, must receive all the necessary guarantees.

vii. The right of developing countries to decide upon and determine their own future, unimpeded by external forces, such as aid tied to intolerable conditions, direct or indirect coercion, or interference in their internal affairs.

(E) WCOTP insists that teachers' organisations and governments recognise the need for:

i. A reorganisation of the international economic and financial system such as to release the South from its dependence on the North and to encourage the general and mutual development of all countries based on priority investment in education.

ii. Emergency measures to be taken to halt the decline in economic activity of the countries of the South and to provide them with the funds essential to the autonomous development of their educational systems and economies.

iii. An effort by the nations of the South themselves to implement effective and self-developed educational and economic policies catering to the nutritional, health and cultural needs of the people. The role of national and local teachers' organisations is in this respect of capital importance and must be recognised by governments.

iv. Stronger economic, political and cultural cooperation among nations of the South. The pursuit of educational links and exchanges between developing countries could provide a basis for closer and stronger relations among these countries.

v. Making public opinion more aware of all these economic problems which influence every aspect of development and especially international interdependence.

vi. A recognition of the fact that the economic recovery of developed countries will, above all, depend on the improvement in the economic, social and political situation in developing countries and the solidarity shown with respect to education. A better informed public opinion will be more fittingly armed to exert pressure on governments and to support the non-governmental organisations working for the establishment of equitable economic relations between the North and the South, and for unfettered education for development.

vii. The well known fact that investment in education which furthers progress and benefits populations is the key to escaping from the world economic crisis and should therefore be considered a priority for the future and the development of all peoples.

4.5. TOWARDS A GLOBAL COMMUNITY

(A) Out of its concern for Peace, the promotion of Human Rights, the elimination of all forms of discrimination, and the need to use education for the overall development of humankind, WCOTP in 1976 deliberated on the theme Education for a Global Community. This reflected the concern of all teachers and their professional organisations to achieve through the educational process a world that is more humane, more equitable, more balanced socially and economically, a society in which it is truly possible to eliminate narrow nationalism and live in a community of broad horizons and interdependent international dimensions, without any loss of the fundamental human liberties or the cultural identities of any peoples.

Educators are considered by WCOTP as a vital force in every society, possessing power and influence of unique scope and potential. They care for and nourish the single most important property of every society, its young, and participate with immense influence in the very important process of character molding. Educators provide hope and promise, stimulate ambition, and nurture pride in the self, and also correct flaws and indicate goals helping to bring each individual over the threshold of youth into a responsible and productive maturity.

It is for these reasons that WCOTP called on all teachers to:

i. encourage open discussion which allows students to develop a respect for all human beings.

ii. champion the cause of social justice for all students in their classes, schools and communities.

iii. educate all youth to practise cooperation along with competition.

iv. promote the concept of a global community by including in all curriculum development where possible appreciations of diverse cultures.

v. work in harmony with the home and the community.

vi. make appropriate use of mass media and seize all other opportunities to publicise the concept of a global community.

vii. ensure that one's own training and professional education includes a realisation of the objectives of "Education for a Global Community".

viii. eliminate prejudice and bias from their teaching, be selective, and show the individual how to assume his or her role in a global society.

ix. assist young people toward comprehending their responsibilities with regard to the interdependence of individuals and groups of people in order to understand more fully the interdependence of all nations.

(B) WCOTP has always emphasised that vital to the role of teachers' organisations in Education for a Global Community is the need for true unity of all professional teachers' organisations within respective countries. Only then can we hope to achieve by example a spirit of true interdependence of nations.

Within the limitations of their jurisdictions teachers' organisations should be ever alert to the dangers of false information which nurtures false concepts. They must help to monitor the quality of information received and disseminated about individuals, cultures and other nations, and assure that it is based on unbiased factual data.

Teachers' organisations are therefore exhorted to:

i. urge their members to accept the principles and responsibilities and adopt the guidelines earlier set out on "The Individual Teacher and Education for a Global Community".

ii. facilitate the development of its members as participatory decision makers by:

- striving where necessary to extend the right to such participation within their respective schools and at all levels of administration and policy determination
- actively sponsoring professional development programmes, including teacher and student exchanges

- continuing or developing involvement in WCOTP regional activities
- ensuring that the structure and procedure within their own organisations allow for full participation in decision making

iii. endeavour to maximise their sphere of educational influence, by

- exhausting every appropriate avenue in representations to political and non-political groups
- seeking to gain community support, in particular from parents and parent organisations
- encouraging their members to be actively involved in community civic organisations and other community agencies
- pressing for the inclusion in training and professional education of the objectives for a global community
- using their influence and resources to endeavour to ensure that information presented to students about other communities shall be up-to-date, factual and relevant to the lives and cultures of those communities
- influencing and using the media not only to develop harmonious relationships between their members and the community but also to help keep the community well-informed on educational developments, issues, trends, and related teachers' organisation direction.

iv. encourage their members to work cooperatively with the trade union movement in whatever ways are considered appropriate.

(C) The Confederation recognises, among its aims, the improvement of teaching methods, the promotion of international understanding and good will and the fostering of closer social and professional relationships between all teachers of the world through international association, especially

i. by international cooperation which aims at

- developing and disseminating information about its worldwide structure and international actions
- promoting international concerns such as human rights, the environment, and world peace

- continuing to initiate, expand and promote regional developmental activities
- intensifying efforts to secure the full implementation by all countries of the Unesco/ILO Recommendation concerning the Status of Teachers
- pressing intergovernmental organisations and their secretariats to act with renewed commitment to the expectations for a global community contained in such instruments as the U.N. Charter, the Universal Declaration of Human Rights and the Constitution of Unesco;

ii. in its educational role, which consists of

- developing and disseminating guidelines for implementing the concept of Education for a Global Community
- initiating and facilitating the exchange of teachers and students among all nations
- providing its member organisations with the resources, professional staff, research materials and financial assistance whenever possible to aid the members in promoting international awareness for Education in a Global Community;

iii. in the political process, by continuing to

- maintain its own autonomy and freedom of action in all regions of the world regardless of ideological concepts
- maintain working relationships with the international trade union movement
- recognise the complete independence of its affiliates.

The world, according to WCOTP, is one single entity. All factors that tend to promote divisiveness, and which threaten peaceful co-existence, will have to be continuously combatted and TEACHERS and EDUCATION have an important role to play in the combat.

WCOTP is a confederation of national teacher organisations. Founded in 1952, it now embraces the major teacher organisations of 106 countries, with a total membership of more than 10,000,000 teachers. It has no affiliation with any other body or any political bloc. Its policies are therefore established exclusively by its own members through its own democratic processes. Some are formulated as resolutions of the Assembly of Delegates, which meets biennially and is the supreme governing body of WCOTP. Some take the form of recommendations put forward by regional conferences, and endorsed by the Executive Committee.

This publication summarizes the policies of WCOTP in relation to a wide range of topics affecting education and the status of teachers.